

# **EFFECT OF TEACHING STUDENTS AND STUDENT LEARNING MOTIVATION TO LEARNING ACHIEVEMENT IN STUDENT CLASS X, XI IN SMA SATYA DHARMA BALUNG JEMBER**

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## **Abstract**

Each educational institution, would want each student to achieve satisfactory achievement, achievement achieved by learners is the main measuring tool and expectation to know the success of an education. To further improve student learning achievement, it is necessary some way to support the process of achieving that goal, and among the ways that can be taken is to start the implementation of diverse extracurricular activities in each educational institution. Extracurricular activities are a series of program of teaching and learning activities outside programmed hours, which are intended to improve students' perspective, to grow talents and interests and to serve the community. For example: in Scout activities is a form of activities that many develop humanitarian and spiritual activities in bersosial, including environmental hygiene, giving help to people who are disaster, health and so forth. The article is intended to investigate to what extent teaching styles and the students' learning motivation influence partially and simultaneously the students' achievement. The study sampled 124 students out of 248 the tenth and eleventh graders of office classes at SMA Satya Dharma Balung Jember. Data obtained from questionnaires and documentation were analyzed with double regression technique. The result shows that both the teacher's teaching styles and students' learning motivation contribute a greater influence to the students' achievement. However, learning motivation has more dominant influence on the students' achievement than the teacher's teaching styles do. But this study only discusses the conceptual only and the conclusions drawn from the hypothesis of previous relevant researchers.

**Keywords:** teaching styles, learning motivation, achievement

## **INTRODUCTION**

One aspect of the style of teaching is the style of class lead means the way the teacher gives direction to the teaching and learning process. Teachers play a very important role in teaching and learning process. In the process of learning a teacher must have the ability to modify the skills to be taught to fit the child's developmental level. Through a teacher's style of teaching is that students are able to show diligence in learning to achieve mastery learning. Master is the leader while in the classroom for each student. Although the teaching style of a teacher is different from one to another during the learning process but has the same goal, namely to convey science, to shape students' attitudes, and to make students skilled in the work. Daryanto (2010: 159-160) suggests that teachers who often provide exercises in order to understand the material will produce better students when compared with teachers who simply explained and did not follow up continuously. This is because teaching and learning activities not only lie in the teacher but the students also interfere in the teaching and learning process. Teachers who just deliver the lesson material, it seems very much that the teacher's teaching behavior seems to regard the students empty vessels that science must fill. Teaching and learning activities are dominated by teachers. Students just sit, be silent, listen, and accept whatever is given by the teacher, do not ask and do not bring up the problem. All the lesson material given by the teacher is swallowed raw, without being processed in his soul, and without doubt the truth. This kind of teaching style is less effective because students do not actively decide what to accept and students simply believe in the truth.

The words of the teacher. Everything the teacher says is true. With the application of curriculum and accompanied by a fun teaching style of teachers, indirectly this can also foster the spirit or motivation of students to learn a subject. The learning motivation that arises in the student is caused by the aspiration or the drive to get the expected result. Where students who are highly motivated in learning enable will gain high learning achievement, meaning that the higher the motivation, the intensity of efforts and efforts made in order to achieve the appropriate learning achievement expected.

SMA Satya Dharma Balung Jember is a private higher education institution that became a favorite among private SMA in Balung. Although the School is less supported by facilities and facilities and complete and adequate infrastructure, as a whole. But this school is able to run the learning process. The success of learning achieved in SMA Satya Dharma Balung Jember is certainly not independent of the competence or professionalism of teachers in creating a style of teaching in a fun class, so that what it teaches can be accepted by students completely. However, according to information obtained from students of class X and grade XI of SMA Satya Dharma Balung Jember, shows that not all teachers are able to apply the teaching style well in accordance with the state of the students. So not all the material the lessons that the teacher delivered can be accepted by the students. . Then it can indirectly reduce the motivation to learn classroom students while in school. Therefore, in this study intends to: 1) know and analyze simultaneously the influence of teacher teaching styles and student learning motivation on student achievement class X and XI in SMA Satya Dharma Balung Jember. 2) knowing and partially analyzing the influence of teacher teaching style and learning motivation on student achievement toward student achievement of class X and XI in SMA Satya Dharma Balung Jember. The result of hypothesis shows that teacher teaching style and learning motivation simultaneously and partially have a significant influence on student achievement on student achievement of class X and XI in SMA Satya Dharma Balung Jember. There are several theories about teacher teaching styles and student learning motivation, among others: Suparman (2010: 63) suggests that the style of teaching is a way or method used by teachers while teaching. Teaching According to Winkel (1996: 203) one aspect of the teaching style is the classroom lead style means the way the teacher gives direction to the teaching and learning process.

The division of lead style according to Kurt Lewin in Winkel (1996: 204) namely:  
A) authoritarian style, b) laissez-faire style, c) democratic style  
The understanding of learning according to Daryanto (2010: 2) is a process of business undertaken by a person to obtain a new change of behavior as a whole, as a result of his own experience in interaction with the environment.

From the above understanding it can be concluded that learning is a process of change in a person as a result of interaction with the environment in meeting the needs of his life. As for understanding learning motivation according to Clayton Alderfer in Nashar (2004: 42) Learning motivation is the tendency of students in learning activities that are driven by the desire to achieve achievement or learning outcomes as possible. Then according to Nashar (2004: 42) learning motivation is an internal and external encouragement that causes a person (individual) to act or do achieve goals, so that student behavior changes are expected to occur.

From the opinion of experts above it can be concluded that the motivation to learn is a psychological condition that encourages students to learn with pleasure and study in earnest, which in turn will form a systematic student learning, full of concentration and can select the activities kagiatannya. Type of motivation to learn there are two namely motivation Intrinsic and extrinsic motivation. Motivation function in learning according to Sardiman (2003: 85), there are three functions, namely: 1) encourage people to do, motivation in this case is the driving force of every activity to be done. 2) determine the direction of action, motivation can provide direction and activities to be done in accordance with the formulation of its purpose. 3) selecting actions, determining what actions should be done harmonious in order to achieve the goal, by setting aside actions that are not beneficial to the goal, 4) the drivers of business and achievement, the motivation of good in learning will show good achievement . In other words, the diligent effort is mainly based on the motivation, then someone who learn will be able to give birth to a good achievement. The mastery of a person to a particular knowledge or skills in a subject, which is commonly obtained from the value of tests or numbers given by teachers and referred to as learning achievement is that if the number of teachers given low, then one's achievement is considered low. If the number given by the teacher is high, then the achievement of a student is considered high as well as considered a successful student in learning. Based on the above penegrtian, the factors that can affect learning achievement are: 1) factors derived from the learner, meaning that this factor comes from within the

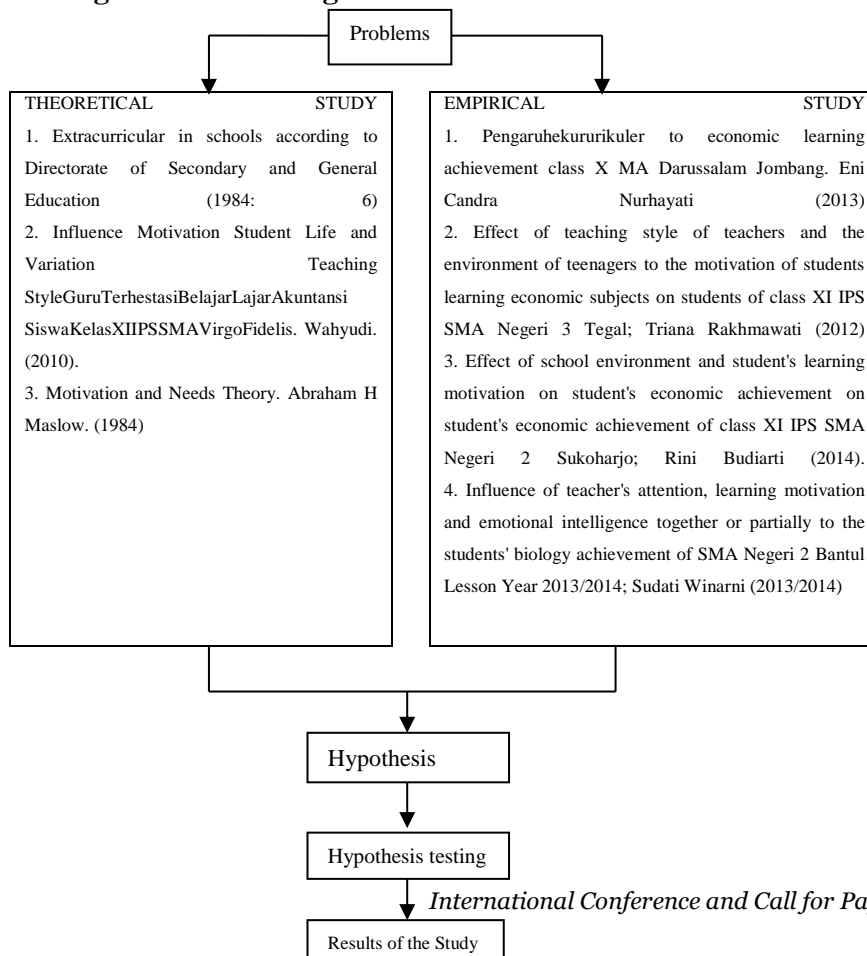
student itself, which consists of: motivation, attention to the subjects that take place, the level of acceptance And material reminders, the ability to apply what is learned, reproducibility and ability

The teacher, this factor comes from outside the learner, the teacher (teacher) that includes: the ability to build relationships with the learner, the ability to move the interest of the lesson, the ability to explain, the ability to mention the subject matter taught, the ability to direct attention to the lesson Ongoing, ability to respond to reactions.

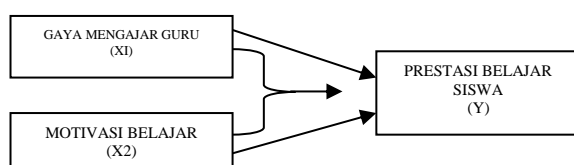
## RESEARCH METODE

In this study, researchers using the type of quantitative research, namely research that emphasizes the theory testing through measurement of research variables with numbers and perform analysis with statistical procedures. As for the research design can be described as follows:

**Figure 2.1 Thinking Process Framework**



**Figure 2.2 Thinking Process Framework**



1. Teacher Teaching Style (X1) According Sunaryo (1989: 35) in Wahyudi (2010). Teachers' teaching styles basically include variations in voice, variations in limb movements and variations in teacher position movements in the classroom. By using this variation students will see as something energetic, passionate and all of them have relevance to student achievement.

#### C. Motivation (X2)

Motivation is a factor that affects the spirit and enthusiasm of employees to play an active role in the work process. The most famous motivational theory is the hierarchy of needs that Abraham Maslow expressed. The hypothesis says that in all human beings there are five levels of need (Maslow, in Robbins, 2006), which is an indicator of:

- A. Fisiologis: among others, hunger, thirst, protection (food clothing), and other physical needs.
- B. Security: including safety and protection against physical and emotional losses.
- C. Social: includes affection, belonging, acceptance, and friendship.
- D. Award: includes self-respect factors such as self-esteem, autonomy, and achievement; As well as external respect factors such as status, recognition, and attention.

Self-actualization: the drive to become someone / something according to his ambition that includes growth, achievement of potential, and self-fulfillment.

#### Population

Population that exist in this research is the entire class X and XI in SMA Satya Dharma Balung Jember consisting of 5 class X, namely: class X1, class X2, class X3, class X4, class X5, class XI IPA1, XI IPA2, class XI IPS1 and class XI IPS2 . With a total population of 124 students. While for the sampling technique is done by purposive random sampling, that is taking the sample member from the population is done by taking into account the strata of active activity of absent in the population. So that the number of samples of 124 students.

## **Discussion**

Based on relevant research, by Research conducted by Rakhmawati (2012). The study aims to examine the influence of teacher teaching styles and the environment of teenagers association to the motivation of students' learning economic subjects on students of class XI IPS SMA Negeri 3 Tegal. With data analysis techniques with the help of SPSS program.17 used in this research is simple linear regression analysis. From the results of this study that can be seen that there is a significant influence between the teaching style of teachers to the students' learning motivation economy class XI IPS in SMA Negeri 3 Tegal. The equation with this research is to equally examine the influence of teacher's teaching style on student achievement. The difference is that there is a variable development of extracurricular activities. This matter Reinforced with the results of research Rakhmawati (2012), the study aims to examine the influence of teacher teaching styles and the environment of teenagers association to the motivation of students learning economic subjects on students class XI IPS SMA Negeri 3 Tegal. Dengan data analysis techniques with the help of SPSS.17 program used In this research is simple linear regression analysis. From the results of this study that can be seen that there is a significant influence between the teaching style of teachers to the students' learning motivation economy class XI IPS in SMA Negeri 3 Tegal. The equation with this research is to equally examine the influence of teacher's teaching style on student achievement.

Then research by Khuzaimah (2014). This study aims to determine the effect of teacher teaching style and student learning motivation on student achievement in accounting subjects. Using multiple linear regression analysis tools (t test) and using SPSS for Windows Version 14.00 tool aid indicated that: the results showed there was a significant influence between teacher teaching style and student learning motivation together on learning achievement.

The equation with this research is to equally examine the influence of teacher teaching style and learning motivation on student achievement. The difference is there is no variable extracurricular activities.

Based on previous research can be concluded that student achievement has strong link with extracurricular activities, teacher teaching style and motivation. There is a significant influence positively influence on learning achievement. On the following page: indicates that in order for this learning activity to be accepted by the students, teachers need to try to arouse their interest in learning. Awakenning the passion and interest in learning of the students will facilitate teachers in connecting teaching activities with learning activities. One form of passion is reflected in the motivation to learn. In this case motivation holds a dominant role. Therefore, the discussion of passion and interest in motivation to learn can not be separated from the style or way of teaching teachers when menyampaikan subject matter. The more appropriate the teacher's style or way of teaching, the chances of obtaining student learning outcomes that are in line with expectations will be greater. And a good learning achievement will be mudah dicapai oleh siswa. Oleh karena itu gaya mengajar guru dan motivasi belajar siswa adalah salah satu faktor yang dapat mempengaruhi prestasi belajar siswa.

Partial test for teacher teaching style variables showed that teacher teaching style variables have a significant influence on learning achievement variables.

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